



**VERITAS PREPARATORY CHARTER SCHOOL
ANNUAL REPORT 2022-2023**

Middle School Campus:

370 Pine Street
Springfield MA 01105
413/539-0055
Fax 413/469-5355

High School Campus:

225 Carando Drive
Springfield MA 01104
413/264-2646
Fax 413/299-1874

Contact: Rachel Romano, Executive Director
rromano@vpcs.org

Website: www.veritasprepma.org

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INTRODUCTION TO THE SCHOOL

Veritas Preparatory Charter School			
Type of Charter	Commonwealth	Location of School	Middle School: 370 Pine Street, Springfield, MA 01105 High School: 225 Carando Drive, Springfield, MA 01104
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	n/a
Year Opened	2012	Year(s) the Charter was Renewed	2017 and 2022
Maximum Enrollment	766	Enrollment as of 6/15/2023	359
Chartered Grade Span	5-12	Current Grade Span	5-9
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 7/22/2023	49
Final Number of Instructional Days during 2021-22 School Year	180		
School Hours	M, T, Th, F, 7:30 a.m. to 3:30 p.m. W, 7:30 a.m. to 1:00 p.m.	Age of School as of 2022-23 School Year	11 years
Mission Statement: Veritas Preparatory Charter School prepares students in grades 5 to 12 to complete, achieve and succeed in college and beyond.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

Our mission is to prepare our students to compete, achieve, and succeed in high school, college, and beyond. At Veritas Prep, we know that an excellent education has the power to unlock unlimited potential within our students, and that it is our duty to provide access to every student who walks through our door. We prepare all students to access early college in high school and provide robust college and career counseling and support to ensure each student can reach their fullest potential and achieve their dreams. As a team, we are united in our commitment to delivering a quality education that prepares students for college and career success and grounded in our key design principles.

1. High expectations and relentless support for every scholar
2. Development of scholarly habits for high school, college, and career success
3. Professional development and coaching for teachers to help drive dramatic gains in scholar achievement.

Key Design Principle & What we Believe	What it looks like in practice
<p>High Expectations and Relentless Support of Every Scholar At Veritas Prep, all students will leave prepared for college and career – everyone. We expect our students to focus on learning and work hard. We expect students, families, and staff to be accountable to each other for maintaining high expectations as it is our duty to provide the structures and supports that allow them to grow.</p>	<p>Effective Lesson Preparation: Curriculum is aligned to grade-level common core standards and is rigorous, relevant, and engaging for students. All teachers deeply internalize the goals of the curriculum at the course, unit, and lesson level to maximize the effectiveness of the curriculum. Teachers are prepared to teach class each day and could clearly name the most important concepts students should know along with an exemplar response for the core components of the daily lesson. The key content is made clear to students, along with why it is important and criteria for how they will be given a chance to show mastery.</p> <p>Clear, Consistent Expectations: Teachers utilize crystal clear directions for all parts of the lesson so not a minute is taken from learning. Class begins immediately, and transitions and procedures are seamless to save time. Teachers consistently state, narrate, and check for understanding on behavioral and academic expectations. Student engagement and participation is required in all parts of the lesson.</p> <p>Inquiry and Student Voice: Students take the lead on their own learning through dialogue and inquiry. Students continually do more heavy lifting than the teachers, and get a lot of individual practice on rigorous, grade-level work. Students engage in a variety of partner, small group, and whole group discussions and tasks and have a variety of different ways to show their thinking in class through writing and speaking. Students are encouraged to take risks, make mistakes, and explain their thinking.</p> <p>Response to Data: Every part of the lesson is designed for teachers to gather data from students that can support lesson adjustments to push forward academic mastery. Teachers collect data informally during and after the lesson by asking students to explain their thinking, looking directly at their student work, and listening closely to student discourse. Teachers then adjust the lesson or give individualized feedback to correct errors to students individually, in small groups, or the whole class. Formally, teacher teams pause at the end of assessment cycles to analyze data and adjust unit plans or intervention plans based on gaps in student</p>

	<p>mastery. Teachers strategically respond to data through a variety of methods both inside of the lesson and during reteaches.</p>
<p>Development of scholarly habits for high school, college, and career success</p> <p>Veritas has an advisory curriculum that focuses on character development, habits of work and learning, and exposure to college and career. Habits of success are explicitly taught and embedded into the curriculum. The words are part of the fiber of our school, present in all actions and beliefs of students because they know they are the key drivers in preparing them for college and career success. Students develop a clear vision for themselves that drives them forward in their learning in every grade level. Teachers support students to see the connections each learning goal may have to their future aspirations.</p>	<p>Preach Aspirations: Adults build strong relationships with their students so that all interactions are respectful and purposeful. Teachers know the students' vision for themselves and use language that clearly inspires and encourages visionary thinking. Teachers are heard talking about college, career, and skills that are necessary for success. All lessons have a reason that is deeply connected to academic and habits success towards our Veritas mission.</p> <p>Teach and Give Feedback on Habits: Habits of success are specifically introduced by teachers strategically throughout the school year, rather than assumed to be part of the students' toolkit already. They continually come up as part of the regular vocabulary alongside any expectation given in class. Habits are normed across the school, and there is a common language used to reflect on, give feedback on, and evaluate students. Teachers will explicitly say "I'm looking for [action] to show strong [habit]. Students can self-assess and give a standard score.</p> <p>Restorative Conversations: Relationships are of such vital importance that all teachers actively seek to repair after any harm has been done. Teachers check in with students during and after class, using a warm tone that encourages understanding between the individuals rather than consequence. Conversations are rooted in supporting students to feel safe, and better equipped to handle communication and interpersonal challenges in the future. Teachers apologize when they are wrong and own their part in conflict as a model as they expect students to do the same.</p>
<p>Professional development and coaching for teachers to help drive dramatic gains in scholar achievement</p> <p>Teacher leadership in the classroom is the key to our scholars' academic and social-emotional success. We focus on systematically coaching and developing our teachers into amazing classroom leaders who drive dramatic gains in scholar achievement. We maintain a professional environment in which all staff members are mission-driven team players with a strong growth mindset for themselves and students. We expect teachers to challenge and engage students with rigorous, standards-based lessons, use data to inform their planning, create classroom cultures that demand high behavioral expectations while creating a joy factor for learning, and ensure that lessons are differentiated to meet the needs of all students.</p>	<p>Collaborative Meeting Time: All teachers have dedicated time every day to collaborate in content, co-teaching, and/or grade teams to analyze student achievement data and plan or internalize highly effective lessons. Meetings are effectively prepared for and happen regularly.</p> <p>Instructional Walkthroughs: Leaders frequently do walkthroughs with observation rubrics to guide their look fors and takeaways. Walkthroughs support norming of coaching practice, alignment on execution of key instructional strategies, and sources of evidence for PD priorities and planning.</p> <p>Targeted Coaching and PD: We begin with three weeks of PD before our scholars arrive and provide PD weekly. Professional development is conducted on an early release day once a week, when we dismiss scholars early to engage teachers in high-quality PD that is planned and delivered by our school leaders and teacher leaders. Our schedule allows time for teachers to collaborate daily to learn with and from each other. Providing on-the-ground support to teachers, especially new teachers, is critical to their growth and success. Our teachers engage in individual coaching at least once every two weeks with a school leader or assigned coach who observes them regularly and knows them and their students well. Our team of instructional leaders provide teachers with training and support to develop their skills through coaching and mentorship.</p>

Amendments to Charter

Date Submitted	Amendment Request	Pending or Approved?
September 22, 2022	Revised Accountability Plan for third charter term	Approved

Access and Equity: Discipline Data

Veritas continues to maintain a lower rate of student discipline with a lower variance between subgroups of students while maintaining a positive culture focused on student achievement and high expectations. Our trained culture teams collaborate with teachers, students, and families to support students to meet high expectations, and to provide individualized support when needed. Teachers and students are proud of this and feel supported to make the school experience for scholars the best it can be. We use professional development and coaching as opportunities to retrain, and norm on best practices for supporting students in the classroom to ensure our students have access to the best educational experience possible.

2022-23 Student Discipline Data The most recent, publicly available student discipline data for Veritas can be found here .					
Student Group	Total Number of Students	Students Disciplined	% In-School Suspension	% Out of School Suspension	% Emergency Removal
All Students	383	29	1.8	6.8	0
English Learner	20	2	0	0	0
Low income	337	28	2.1	7.4	0
Students w/disabilities	77	9	2.6	10.4	0
High needs	347	29	2	7.5	0
Female	205	17	2.9	6.8	0
Male	178	12	0.6	6.7	0
Amer. Ind. or Alaska Nat.	3	0	0	0	0
Asian	7	0	0	0	0
Afr. Amer./Black	82	7	1.2	7.3	0

Hispanic/Latino	262	19	1.5	6.9	0
Multi-race, Non-Hisp./Lat.	12	1	0	0	0
Nat. Haw. or Pacif. Isl.	1	0	0	0	0
White	16	1	0	0	0

Classroom Management: A school-wide classroom management system, called the Promotion System supports keeping scholars in the middle school classrooms by giving feedback on behaviors that model strong habits and those that do not. The Promotion System is used by teachers in every 5th - 8th grade classroom by giving students the opportunity to have their magnets moved up or down based on the representation of their habits during class. This system promotes the development of habits over time and visually supports habit development and clear and consistent expectations for all students. As scholars enter 9th grade, we are explicitly teaching habits of success through the Seminar course and intentionally building in more opportunities for autonomy and decision making. All core teachers embed habits instruction into lessons and grade students on their implementation of the habits.

Common Expectations: Expectations for common areas such as the hallway, and community room are clearly defined and given oversight and support by leadership. At the start of each school year, the leadership team identifies the main procedures that should be executed on exactly the same across each school to bring clarity to the practices we expect teachers, staff and students to execute with fidelity. As students enter high school, some routines allow for more autonomy and choice, such as flexible learning blocks, as we begin to prepare them for college and career.

Logical Consequences and Restorative Practices: When a scholar disrupts the community or violates a community norm, the first step is to figure out how to support the scholar to do better next time. Supporting students to understand the real repercussions of their actions is an important factor in helping them to build the skills to act differently and be ready for college and career. Some examples of logical consequences that have been used include public apologies for students who have used unkind or damaging words, community service cleaning hours for students who have been disrespectful to the space, and counseling or mental health services for students who may be struggling with vaping. These strategies are far preferred to suspension, and sometimes are combined with suspension if the severity of the case warrants. In grade 9, students began to implement student-led conferences, where students were supported to lead conversations about their grades and their habits of success. Students were able to articulate the connection between their habits and achievement, in which ways they were showing up strongest, and in which areas they wanted to improve.

Parent/Guardian Communication: Frequently communication with the parent is required to ensure there is a strong relationship between home and school. This ensures that parents are always up to date and in the loop about their scholar's habits and their academic success. Also, this frequent communication allows the families to fully understand the support offered by the school. In 9th grade, students entered into the advisory model, where they are cohorted with a small group of students, led by one advisor who is responsible for keeping their parents informed of their progress.

Positive Incentives: Over the summer, each school team creates a calendar of regularly scheduled events and incentives to celebrate and honor our hardworking scholars. The calendar includes a combination of earned and unearned incentives on both campuses. Scholars in middle school are incentivized for mastering school-wide procedures (On-Track Party), showing

strong habits in class (Weekly Rockstar Monday), and academic success and growth (Scholar of the Month). At the high school, students are incentivized with honor rolls, field trips and college visits that support them towards understanding the habits needed for college success.

Supports and Interventions: At the middle school, Veritas continued the work towards refining the school's tier two interventions to best support students. The instructional support team continued to meet about these bi-weekly to ensure they worked well for kids. These interventions are one of the main reasons students with disabilities have been able to stay in class and are a key example of how our team helps meet students where they are. These interventions were key supports the school was able to bring back as we transitioned back to learning this school year. The interventions provided across the school are:

Student Breaks: Structured breaks are used to provide students with a cool down time, allow students time away from a stressful or potentially stressful situation, help avoid a power struggle between the student and another adult, give sensory input to kids who need it, give fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move. Students are assigned breaks and take their breaks with the tiered interventionist.

Skill-Building Groups: Skill-building groups are part of how we support students who are having difficulty engaging in learning activities with a focus on self-management skills or interpersonal skills. Skill-building groups are offered on a revolving basis, meet for 6-8 sessions and open to a maximum of 5 scholars. All group offerings will include opportunities for students to develop a basic sense of their values, strengths, and personal identity.

Check-In, Check-Out (CICO): CICO is a process for giving students additional positive reinforcement for a range of school-related behaviors through more regular monitoring and provision of incentives. The goal of CICO is to see a degree of improvement in behavior and academic engagement across all areas. CICO is provided by a designated team or staff members who are trained in the model.

At the high school, a much more independent approach was taken to interventions, to try to support students to listen to their own bodies and brains, and use supports more strategically. Students who needed breaks were encouraged to use water breaks to clear their head and received coaching by our culture and counselor team members on the best times to do that while not missing too much class time. This is all with an eye toward students taking responsibility for their own choices and developing the autonomy and agency needed to succeed in college and career.

Professional Development and Coaching: Starting with three weeks in August, the leadership team led focused training for new and returning staff in all culture systems with explicit instruction and practice in common expectations and the classroom management system (promotion system). We have a handbook that codifies these practices and outlines each of them with great specificity. Following the initial training, the leadership observed and provided teachers and students with feedback, with the goal of having all classrooms execute the common expectations with 100% fidelity by October. Teachers received weekly coaching on all culture systems and practices to provide differentiated levels of support and intervention. Teachers demonstrating mastery and leadership in this area began to coach their peers who needed additional support.

Social-Emotional Learning: All students in grades 5-8 participate in social-emotional learning (SEL) modules delivered in their advisory classrooms during the VIPER block. These lessons address a wide range of topics including ethics, self-determination, self-regulation, emotional awareness, social problem solving, mindfulness, conflict resolution, healthy friendships, and bullying prevention. In high school, all scholars are required to take a Seminar course. Seminar is a college and career exploration course that includes student development of a career and academic plan. It serves as an advisory program that builds executive functioning, study skills, an understanding of identity and community specific social-emotional skills for success. In the 9th grade Seminar course, students engaged in assessments of their strengths and built an understanding of careers and related

degrees and requirements. Students develop college knowledge, centered on our partner schools and other colleges, unpacking college expectations, systems, and available support in preparation for college courses.

Dissemination Efforts

Veritas Prep Charter School continues to prioritize dissemination of practices. We are thrilled to have earned official designation for our early college program this year and we are actively disseminating our policies and practices to support the state’s goal of increasing access to early college. Additionally, we have seen significant increases to the diversity of our faculty over the past several years and are pleased to disseminate practices which have supported our efforts to recruit and retain teachers of color. Finally, we continue to collaborate and support all efforts to improve collaboration between districts and charter schools and continue to lead carters across the state in these efforts. The table below illustrates many of the opportunities we have had to disseminate practices this past year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Seminar	DESE MyCAP Trainings	CC Counselor, Director of EC	Other high schools implementing MyCAP and leaders in this work	Massachusetts high schools and others in the community of practice have a clearer vision of what MyCAP implementation looks like and resulting student work and outcomes.
College, Career and Job Readiness/Fair	Springfield College, Career and Jobs Fair		HYFF, SEZP, Springfield Charters	Veritas was a lead partner with the SEZP and Springfield HYFF to implement a college, career and jobs fair for over 300 high school students in the cities charter and SEZP schools.
Transportation best practices between districts and charter schools	Monthly meetings	Lynne Mills, Director of Business and Finance	Charter School Business and Operations Managers across the state	A mutual sharing of best practices in business and operations.
Teacher Diversity: Recruitment,	Monthly Convenings	Rachel Romano, Executive Director	Districts and charter schools	A workbook establishing the

Development and Retention of Teachers of Color		Jonathan Swan, Director of Student Services Shannon Langone, Director of Talent	across Massachusetts	vision, assessing current practices and identifying opportunities for growth and development
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ACADEMIC PROGRAM SUCCESS

Student Performance

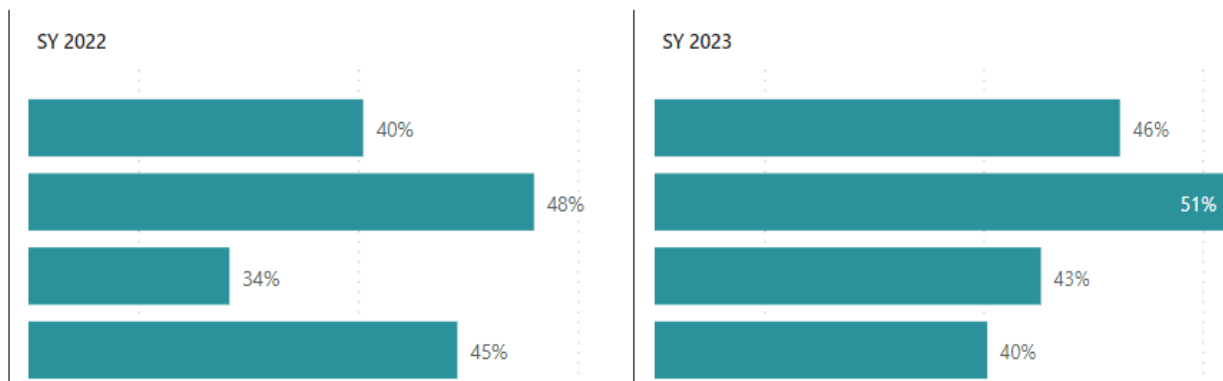
Veritas Prep Charter School: [2022 Official Accountability Report](#)

Veritas Prep continued the work towards academic recovery this school year at the middle school and defined additional metrics for measuring academic success to support our successful high school launch. School leaders used MCAS data from the 2021-2022 administration to plan targeted intervention and continue our accelerated learning strategies that began last year. We use many sources of data throughout the school year to monitor student academic progress on both middle school and high school campuses and have data meetings to analyze and plan teacher and leader response. Both schools in the district analyze unit assessments, and standards-based gradebooks. The middle school additionally analyzes ELA & Math Interim Assessments, NWEA MAP Growth in Science, Reading and Math, Reading Fluency. The high school additionally uses the Course Readiness Assessment to determine students' preparedness for early college.

Interim Assessment Data: ANet Assessments

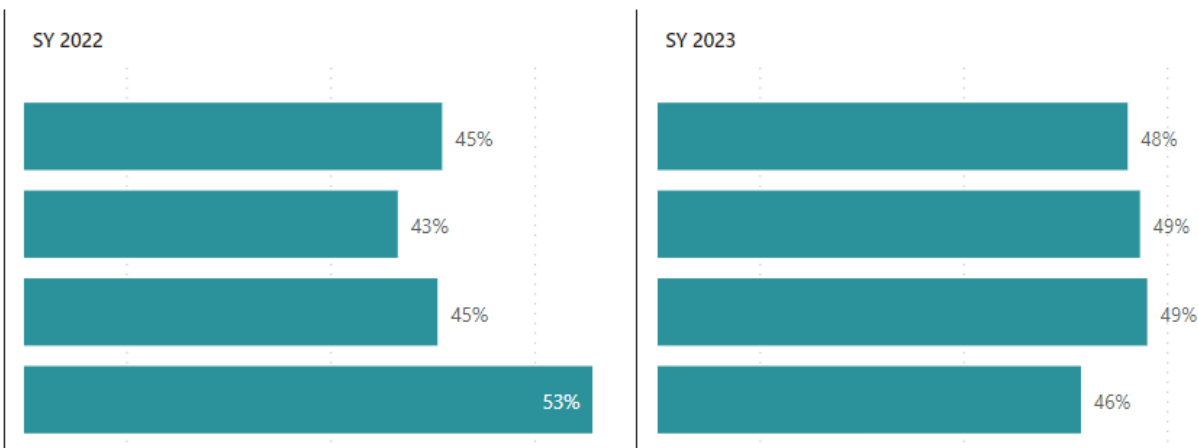
MATH: The table below shows the average math interim assessment score by grade level for the past two years, in order from top (5th) to bottom (8th). Grades 6, 7, and 8 saw strong progress from the previous pandemic years. In 2023, 6th grade showed the highest overall achievement at 51%, whereas 7th grade showed the most growth from last school year with a 9% increase. Students in grades 5-8 took four math ANet assessments this school year.

ANet Average Score by Grade (Math)



ELA: The table below shows the average ELA interim assessment score by grade level for the past two years, in order from top (5th) to bottom (8th). In ELA (table below), our students were on par or outperformed the network. The biggest margin between our school and the network was shown in the upper grades, 7th and 8th. Students in grades 5-8 took three ANet assessments in ELA.

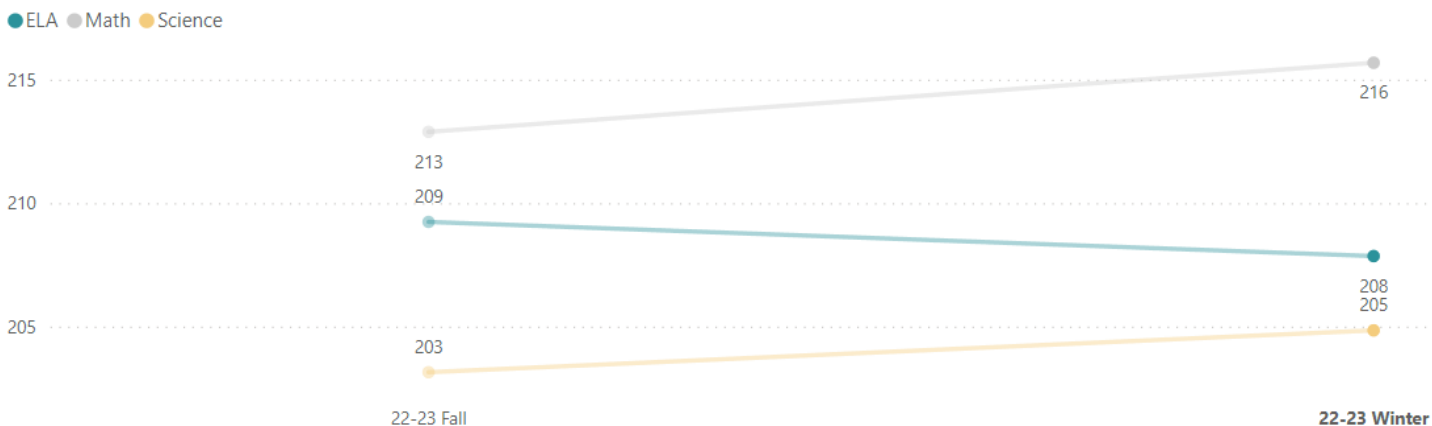
ANet Average Score by Grade (ELA)



MAP Assessment Data

Students in grades 5-8 took two NWEA MAP assessments this year in reading, math and science to measure their growth. This was the third year we administered these assessments. These data points serve as two touchpoints in the year to give insight into how kids are growing before receiving MCAS SGP in the fall.

2023 Average Score by Term



As the above chart shows, students across the school grew in both math and science, showing the most growth, 3 points, in math across the school. Students showed a small decrease in reading, likely due to other academic gaps we’ve been addressing with a fluency and decoding intervention.

HD word Assessments

As part of our accelerated learning priority in 5-8th grade for the past two school years, we continued to implement a school-wide reading intervention at the tier 2 and 3 level. Students were tested at the beginning of the school year to determine their decoding level and reading rate. All ELA and special education teachers were trained to deliver an HD word curriculum four

times per week to students who required the intervention. The graphs below show progress made in the school in reading fluency and decoding overall.

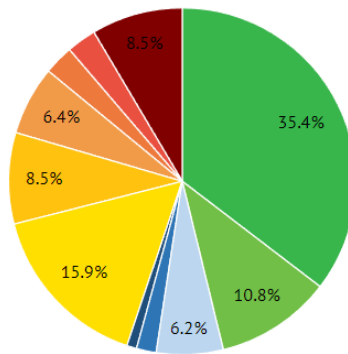
The school grew in reading proficiency from 46% to 72% overall at the end of the school year. Only 28% of students will still require this level of reading intervention at the middle school level next school year. Teachers had a second year to be able to practice and receive coaching on the intervention and students had another year to experience the lessons.

Reading Proficiency by Category

- Strong Decoder /At or Above Expectations
- Slow Reading Rate
- Advanced Vowel Deficits
- Multi-Syllabic Word Deficits
- Advanced Vowel and Multi-Syllabic Word Deficits
- Mild Decoding Deficit /Slightly Below Expectation
- Moderate Decoding Deficit /Moderately Below Exp
- Significant Decoding Deficit /Significantly Below E
- Severe Decoding Deficit /Severely Below Expectat
- Emerging Reader
- Incomplete Scores

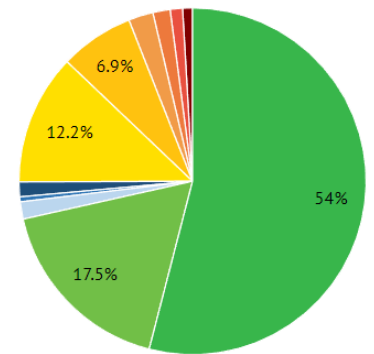
2022/2023 Beginning

435 Students Included



2022/2023 End

435 Students Included



Course Readiness Assessment

As part of our early college high school launch, the high school team in collaboration with our college partners, designed and administered the Course Readiness Assessment (CRA) for the first time. In order to enroll in early-college classes in 9th grade, students must demonstrate their college readiness by meeting four key indicators under three domains: Knowledge & Skills, College-Ready Literacy & Numeracy, and College Ready Habits. Students receive a score (1-4) on each indicator and must receive a score of 11.2 or higher to enroll in early-college classes. Students in 9th grade were able to access early college classes beginning in the second semester. 52% of students took at least 1 college class this school year, yet there was a significant gap between general education and special education access to college classes which will be a focus of our work moving forward.

Grade/Subgroup	% enrolled in college courses
9th Grade All	47/90
9th Special Ed	3/29
9th ESL	0/3

Program Delivery

ACADEMIC PROGRAM

Our early college high school, Veritas Prep High School (VPHS), welcomed its inaugural 9th grade class in the fall of 2022. We have secured college partnerships with Springfield Technical Community College and Worcester State University to help us develop an immersive early college program that will not only prepare Scholars for life after graduation, but will put them a

step ahead by allowing many to graduate high school having completed up to two years of college for free, potentially even earning an associate's degree. Veritas assembled a diverse high school design team, bringing together more than 200 Springfield community members, current and former Veritas scholars and families, as well as Veritas teachers, leaders, and staff. Students at Veritas high school have multiple areas of study to choose from that cover a wide range of high-impact careers including health sciences, engineering, education and more. The academic program, generated from many of the middle school successes, is designed to mirror the experience of college and career, and provide support and guidance to students along the way. The curriculum work this year was in the design phase, leveraging our staff and outside consultants to build a curriculum that supported college success.

Veritas Prep Middle School continued its path towards academic recovery, continuing to use accelerated learning strategies developed in 21-22 school year, and using MCAS data to strategically plan interventions for students. The middle school made a structural change to focus on providing more support directly to the students, shifting to a co-teaching model where teachers are in charge of just one subject, whereas before they taught two.

Middle School Curriculum: Most of the curriculum at the middle school remained the same, with minor adjustments for increased rigor, accelerated learning, and to allow for stronger co-teaching.

ELA: We made minor revisions to our ELA curriculum, and continued to center around full-length, grade-level texts with an emphasis on close reading, rereading, discussion, and writing about reading. In response to data, we revisited key strategies and habits that were able to support student success in the past, phonics and decoding, and embedded fluency. To ensure that these two acceleration strategies were of highest importance, we made a schedule shift to include a literacy intervention block called Literacy Lab. Both decoding and fluency interventions existed inside of this block four times per week which led to amazing gains in reading level for our students.

History and Science: History and science had a major staffing change, as one teacher taught each subject at each grade level versus two teachers the year before. The science curriculum adopted the Open Sci Ed Curriculum fully to ensure that all students were able to develop science skills that would prepare them for the future. Units are phenomenon-based, they prioritize understanding and making sense of the world. Teachers were provided professional development and coaching to support them to implement these new units fully. In history, teachers adjusted to the shift in model as one person teaching the full course. History began to solely own a lot of the non-fiction skills teaching and adapted curriculum in response to that shift. We had a second year of using the 8th grade civics curriculum and saw all 8th grade students complete their civics projects at the end of the school year.

Math: Math teams implemented the Fishtank Learning math curriculum for the second year in a row, utilizing pre-assessments, mid-unit assessments and end of unit assessments to track data and accelerate learning. Our STEM DCI and grade level content leads worked to carefully map out standards in response to student data, and added specific reteaches and off-grade level lessons to supplement learning. During math lab, students engaged in more targeted instruction individually and in small groups while practicing their math skills on Khan Academy.

High School Curriculum: The high school developed the course catalog for 9th grade over the summer and began to map out the course offerings for grades 10-12 that aligns with the early college program offerings. Teachers partnered with the Director of Early College and other outside consultants to write course descriptions, syllabi, unit plans, assessments and daily materials in all courses. All courses, with the exception of Algebra 1 and Geometry, offered the option for all students to take embedded honors and do additional coursework to increase their learning. This year, the high school offered the following courses:

Core: English 9, US History, Algebra 1, Biology, Geometry (honors)

Elective: HS Spanish 1, Spanish 101 (WSU), HS Digital Technology, STCC Digital Computer Imaging, HS Nutrition and HS Health and Fitness 1

Other: Personalized Learning Block, Seminar

Instruction: We have continued to ensure high-quality instruction using our teacher coaching program, co-planning meetings, and PD structures that we have used in previous years, now spanning across both schools.

Teacher coaching: Teachers engage in one-to-one coaching or small group coaching with a school leader. School leaders identified coaching points for each educator, and all teachers engaged in either weekly or bi-weekly coaching meetings and classroom observations to strengthen their practice.

Co-Planning Meetings: A core part of our model has been collaboration time. Grade teams meet weekly to discuss school-wide procedures, and look at attendance, homework, and behavior data. Content Teams met twice weekly to focus on student academic data and content delivery.

Weekly PD on the early release day: Throughout the year, leaders at each school observed classroom instruction individually and together (identifying strengths and gaps in high-quality instruction. These regular classroom observations informed the PD series for teachers. Some of the PD series this year included culture system practice, data analysis, relationship building, and anti-racism.

Three-week August PD: August PD in 2022 was focused on the needs of each individual school. The middle school focused on routines and procedures and launched the new co-teaching staffing model. The high school focused on onboarding an all-new team and orienting them to the early college mission and vision.

Assessment: We maintained a similar assessment strategy to the previous year, implementing many of the same assessments in our high school. Our assessment strategy included a mix of diagnostic, summative, and formative assessments.

Diagnostic: Fluency and decoding screener (5-8), Math pre-assessments

Formative: Daily exit tickets, unit tests, MAP testing (5-8)

Summative: Unit assessments in core subjects, ANet interim assessments (5-8), Course Readiness Assessment (9-12)

Supports for All Learners: All core classes were staffed using the co-teaching model in grades 5-9. Teachers were paired with either a special educator or associate teacher to provide an additional layer of support to all students. This means that all grades, 5-9, had access to two Associate Teachers and two special education grades each. Both schools implemented specific intervention blocks to continue to accelerate learning and fill learning gaps. The middle school provided two distinct intervention times: math lab and literacy lab, which met four times per week each. During the literacy lab, students focused on the HD word intervention, independent reading, and received small group or individual tutoring in reading and writing given by either the gen ed or special education teacher. Math lab followed the same structure, relying on Khan Academy and individual and group tutoring in math. The high school provided the Personalized Learning Block, which met three times per week, and incorporated support for all subjects, grouped students based on their highest-level needs, and paired them with general education or special education staff.

Access to Learning: All students were in-person full time this school year. Throughout the year, Veritas was faced with a number of staffing challenges, but were able to ensure limited gaps in learning for students. School leaders filled major vacancies as best as we could until we could fill positions. DCIs and the Principal all took over classes for periods of time. Veritas worked hard to use remote learning strategies during student absences like assigning work on google classroom, doing zoom tutoring, and adjusting assignment due dates for students absent.

Accelerated Learning: Veritas continued to focus on accelerated learning in reading and math, with a focus of summer and PD on these practices. made it an early priority this school year to accelerate learning, and most PD and coaching focused around these practices. School leaders were trained the year before and continued to implement and improve on these strategies.

Middle School Reading: A Lit Lab block was added to the school day that incorporated fluency, independent reading, and decoding intervention for specific students (HD Word).

Middle School Math: The school used pre-assessment data to determine strategic skills to be retaught before and during launches of new content in the math lab block. School leaders ran data meetings to support teams to identify skills that needed to be retaught, and tracked progress towards those reteaches.

High School Personalized Learning Block: The personalized learning block was a time for targeted intervention for students who had learning gaps to fill. Reading intervention took place in small groups, of less than 12 students, and focused on pre-teaching and pre-reading content in ELA embedding fluency instruction. For math, students were placed in small groups to be retaught content that they did not master in class, or that was pre-requisite for upcoming learning goals. Students were grouped and regrouped throughout the year based on standard grades and attended intervention with the assigned core teacher twice per week. Some students received both ELA and math support, while others may participate in an independent learning during that time such as independent reading, study hall, or ALEKs online math program.

ORGANIZATIONAL VIABILITY

The school's organizational structure is evolving with the expansion into high school at a second campus. In 2022-2023, the daily operation at each campus, middle and high, was implemented by an assistant principal with support from a director of operations and additional instructional leaders. The Assistant Principals were overseen by an Executive Principal and several school-wide positions provide centralized support to each school, including; Director of Business and Finance, Director of Talent, Director of Student Services, Director of Special Projects and technology. As we continue to expand in the year ahead, we will promote the Assistant Principals to Principals, Executive Principal to Chief Academic Officer and Director of Student Services to Chief Operating Officer. These roles report to the Executive Director.

We've hired a new Director of Student Services and additional coordinators for each campus to support the needs of families and teachers serving students with disabilities. We will continue to provide special educators and associate teachers at each grade level. We have several staff members at each campus dedicated to maintaining a positive and supportive school culture alongside the school counseling team who support our students and their social-emotional needs. We employ 5 counselors at the middle school and 2 (growing to 3) at the high school to ensure students continue to be supported with their social and emotional needs post-pandemic. We also continued to build instructional leadership capacity and strengthen our support for teachers with Deans of Curriculum and Instruction (DCI) who support teachers and staff to realize our mission through weekly PD and coaching as described in sections above.

Teacher recruitment and retention remains a significant challenge, especially in critical needs areas such as math, science and special education. We continued to see teachers transition more than has been typical pre-pandemic and worked hard to fill vacancies throughout the year. Despite these challenges, we continue to persist with our diversity goals and have continued to increase the percentage of teachers of color on our team. We dedicate time to learning together about race and racism, perform audits, surveys and have structured meetings with all teachers to ensure we receive feedback which will move us forward in our anti-racism work.

We engage various stakeholder groups throughout the year to inform and improve our policies and practices. Examples from the 2022-2023 school year include:

Families - utilizing feedback from parent/family surveys to inform the family engagement vision and strategy and aspects of the academic program.

Teachers and staff - we solicit feedback and input from our teachers, coaches and instructional leaders around strengths and weaknesses of coaching and management practices.

School Improvement Team (SIT) - a group of 10 representatives came together to assess our accomplishments and areas for improvement at the middle school in order to develop a set of priorities and focused actions for 2023-2024. These were rolled out to all staff in a State of the School address in June and training and support around these will begin in August professional development.

Students - We have engaged students to provide feedback about all aspects of school programming and formed a Student Leadership Council to inform policies and practices in the new early college high school.

Early College Leadership Team - holds biweekly partner meetings (STCC and WSU) to celebrate specific success and evaluate steps to expand these, problem solve course challenges, student issues, logistics, technology and more.

College and Career Advisory Board - this group of local employers and college admissions staff meets monthly and provides feedback related to the early college program including but not limited to career pathways, work-based learning experiences, career fairs/panels, etc.

FY23 VERITAS PREPARATORY CHARTER SCHOOL ORGANIZATIONAL CHART

SCHOOL-WIDE STAFF							
<u>Executive Director</u> Rachel Romano							
Director of Business Management Lynne Mills		Director of School Supports Jonathan Swan		Director of Talent Shannon Langone		Executive Principal Amy Clark (manages Assistant Principals)	
		Director of Nursing & Health Services		Director of Early College			
Accounting & Business Manger	Director of Special Projects	Manager of Family Engagement		Speech Therapist	Student Services Clerk		

VERITAS PREPARATORY MIDDLE SCHOOL PROGRAM				VERITAS PREPARATORY HIGH SCHOOL PROGRAM			
<u>Assistant Principal</u> TJ Hebert				<u>Assistant Principal</u> Kori Alston			
DCIs and Instructional Coaches Charmayne Wright Lucille Germain Kali Cochran Yamil Maldonado	Director of Culture William Davis	Director of Operations Kara Wilkes	Student Support Coordinator Tia Cardaropoli	Deans of Curriculum & Instruction Future Position	Student Success Manager Cordell Catwell	Director of Operations Shirley Amunya	Student Support Coordinator Future Position
Associate Teachers	Behavior Interventionists	Building Maintenance Associates	Student Support Teachers	Associate Teachers	Adjustment Counselor	Building Maintenance Associates	Student Support Teachers
ELA Teachers	Counselors	Lunch Monitors	Specialists	Elective Teachers	College & Career Counselor	Office Manager	Specialists
ESL Teacher	Culture Coordinators	Office Manager		ELA Teachers		Technology Associate	
Enrichment Teachers		Special Projects Coordinator		ESL Teacher		Nurse	
History Teachers		Technology Associate		Enrichment Teachers			
Interventionists				History Teachers			
Math Teachers				Math Teachers			
Science Teachers				Science Teachers			

Finance

Veritas Prep Charter School

FY23 Statement of Revenues, Expenses, and Change in Net Position

as of 8/30/2023 (unaudited)

Revenues		5200 · Instructional Costs (continued)	
Tuition	8,252,862	Classroom Instructional Technology	150,000
Government Grants & Funding	4,285,572	Instructional Software	147,513
Private Support Funding	432,901	Total 5200 · Instructional Costs	1,538,509
Student Programs & Misc Fees	28,903	5300 · Other Student Services	
Rental Income	-	Health Services	28,911
Interest / Investment Income	1,909	Student Transportation (not district)	26,556
Total Revenues	13,002,147	Food Services	25,980
		Athletic Services (extra-curricular)	59,116
		Uniforms, Community Events & Other Student	68,093
		Total 5300 · Other Student Services	208,656
Expenses		5400 · Operation & Maint of Plant	
5000 · Personnel Costs		Utilities	190,188
Personnel Salaries	7,416,534	Facility Cleaning	65,687
Fringe Benefits & Workers Comp	752,601	Facility Maintenance & Repairs	189,609
MTRS Surcharge Expense	148,076	Facility & Janitorial Supplies	70,433
Payroll Taxes	128,667	Maintenance of Equipment	5,305
Total 5000 · Personnel Costs	8,445,908	Networking & Communications	63,290
		Facility Lease	305,382
5100 · Administrative Costs		HS Facility Lease and all other	1,152,684
Contract Services - Board of Trustees	12,495	Other costs related to Facility	103,895
Travel & Other Exp -Board of Trustees	-	Total 5400 · Operation & Maint of Plant	2,146,473
School Leader Contracted Services	-	5500 · Other Fixed Charges	
Business & Finance Services	31,585	Insurance (non-employee)	68,684
Human Resources Services	64,796	Rental / Lease of Equipment (copiers)	49,936
Legal Services	51,710	Short-Term Interest	6,243
IT Services	182,384	Depreciation Expense	-
Development & Fundraising Services	25,803	Total 5500 · Other Fixed Charges	124,863
Fundraising Supplies & Materials	5,666	5600 · Community Services	
Staff Recruitment & Retention	52,341	Dissemination Activities	-
Student Recruitment & Advertising	50,257	Civic Activities	3,591
ED Discretionary Fund & MCPSA Fee	39,199	Total 5600 · Community Services	3,591
Administrative Supplies & Materials	19,023	9999 · Contingency / Reserves	-
Total 5100 · Administrative Costs	535,259	Total Expenses	13,003,259
5200 · Instructional Costs		Operating Change in Net Position	(1,112)
Instructional Leader Services	37,976	Depreciation (moved below the line in FY19)	119,074
Instructional Leader Supplies & Materials	-	Total below the line pass through or	119,074
Instructional Leader Travel & Other Exp	-	non-cash Expenses	
Special Education Services	39,683	Change in Net Position	(120,186)
Professional Development (PD)	126,454		
PD Supplies & Materials	14,263		
PD Travel, MTEL & Other Exp	21,870		
Guidance & Testing Services	109,641		
Guidance & Testing Supplies & Materials	6,331		
Textbooks (Media/Materials)	28,004		
Instructional Materials with >1yr life	191,209		
Instructional Furniture & Equipment	517,372		
General Instructional Supplies <1yr life	95,490		
Field Trips & Misc Instructional Costs	52,703		

Veritas Preparatory Charter School
Statement of Net Position
as of June 30, 2023 (unaudited)

	School
ASSETS	
Current Assets	
Cash and Cash Equivalents	891,334
Designated and Restricted Cash	3,533
Due from (to) Related Parties	(240,142)
Accounts Receivable	470,456
Prepaid Expenses	121,351
Total Current Assets	1,246,532
Fixed Assets	
Land	
Building (370 Pine Street)	
Building/Leasehold Improvements	1,120,010
Furniture, Equipment & Technology	510,664
Less Accumulated Depreciation	(457,765)
Total Fixed Assets	1,172,909
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset MS	3,575,655
Accumulated Amortization MS	(1,102,525)
Right-to-Use Lease Asset HS	7,925,361
Accumulated Amortization HS	(858,581)
Total Other Assets	9,539,910
Long Term Investments	550,589
Construction in Progress	0
TOTAL ASSETS	12,509,940
LIABILITIES	
Accounts Payable	
Accounts Payable	490,710
Total Accounts Payable	490,710
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	502,715
Tuition Contra-Account	0
Current Deferred Revenue	0
Current Debt Payable - Line of Credit	0
Deferred Cash Inflow	0
Lease Liability MS	2,672,889
Lease Liability HS	7,463,034
Total Other Current Liabilities	10,638,638
TOTAL LIABILITIES	11,129,348
NET POSITION	
Temporarily Designated or Restricted Funds	3,533
Unrestricted	1,377,059
TOTAL NET POSITION	1,380,592
TOTAL LIABILITIES & NET POSITION	12,509,940

Additional Information

FY24 Operating Budget - Approved by the Board of Trustees on 5/25/2023

**Veritas Prep Charter School
FY24 Budget - board approved**

Assumptions	
Tuition Rate	18,855
Enrollment	600
Staff	127

Revenues	
Tuition	11,313,000
Government Grants & Funding	2,866,917
Private Support Funding	240,000
Student Programs & Misc Fees	-
Rental Income	-
Interest / Investment Income	1,000
Total Revenues	14,420,917

Expenses	
5000 - Personnel Costs	
Personnel Salaries - Schoolwide and MS	8,486,211
Fringe Benefits & Workers Comp	1,018,345
MTRS Surcharge Expense	154,814
Payroll Taxes	148,509
Total 5000 - Personnel Costs	9,807,879
5100 - Administrative Costs	
Contract Services - Board of Trustees	20,000
Travel & Other Exp -Board of Trustees	-
School Leader Contracted Services	-
Business & Finance Services	50,000
Human Resources Services	76,200
Legal Services	50,000
IT Services	150,000
Development & Fundraising Services	15,000
Fundraising Supplies & Materials	5,000
Staff Recruitment & Retention	50,000
Student Recruitment & Advertising	50,000
ED Discretionary Fund & MCPSA Fee	50,000
Administrative Supplies & Materials	30,000
Total 5100 - Administrative Costs	546,200

5200 - Instructional Costs	
Instructional Leader Services	50,000
Instructional Leader Supplies & Materials	-
Instructional Leader Travel & Other Exp	-
Special Education Services	50,000
Professional Development (PD)	115,000
PD Supplies & Materials	2,000
PD Travel, MTEL & Other Exp	10,000
Guidance & Testing Services	44,000
Guidance & Testing Supplies & Materials	1,000

5200 - Instructional Costs (continued)	
Textbooks (Media/Materials)	30,000
Instructional Materials with >1yr life	90,000
Instructional Furniture & Equipment	200,000
General Instructional Supplies <1yr life	150,000
Field Trips & Misc Instructional Costs	190,000
Classroom Instructional Technology	125,000
Instructional Software	125,000
Total 5200 - Instructional Costs	1,182,000

5300 - Other Student Services	
Health Services	10,000
Student Transportation (not district)	20,000
Food Services	10,000
Athletic Services (extra-curricular)	70,000
Uniforms, Community Events & Other Student	100,000
Total 5300 - Other Student Services	210,000

5400 - Operation & Maint of Plant	
Utilities	200,000
Facility Cleaning	50,000
Facility Maintenance & Repairs	150,000
Facility & Janitorial Supplies	72,000
Maintenance of Equipment	10,000
Networking & Communications	90,000
Facility Lease	300,000
HS Facility Lease and all other	1,335,356
Other costs related to Facility	50,000
Total 5400 - Operation & Maint of Plant	2,257,356

5500 - Other Fixed Charges	
Insurance (non-employee)	50,000
Rental / Lease of Equipment (copiers)	65,000
Short-Term Interest	5,000
Depreciation Expense	-
Total 5500 - Other Fixed Charges	120,000

5600 - Community Services	
Dissemination Activities	-
Civic Activities	-
Total 5600 - Community Services	-

9999 - Contingency / Reserves	297,482
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Total Expenses	14,420,917
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Operating Change in Net Position	-
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Depreciation (moved below the line in FY19)	150,000
Total below the line pass through or non-cash Expenses	150,000

Change in Net Position	(150,000)
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FY24 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2023 submission	604
Number of students upon which FY24 budget tuition line is based	600
Number of expected students for FY24 first day of school	604
<p>Please explain any variances: We budgeted conservatively reserving 4 seats below the pre-enrollment submission to DESE</p>	

Capital Plan

Veritas Preparatory Charter School Capital Budget Schedule Current Planned Projects

Fiscal Year	Priority	Project Name	Location	Start Month	End Month	Cost (000)		Funding Source (000)			Status				Contractor	Justification
						Estimate	Final	Cash	Grant	Loan	Planned	Updated	Started	Complete		
2023-2024	high	Technology Infrastructure - second floor access points	HS	June 2023	July 2023	60		30	30			X				Network installation on second floor in preparation for expected occupancy in Summer 2023. ERate grant approved.
2023-2024	medium	Entryway renovation	MS	July 2023	August 2023	50		0	50			X			Colliers (OPM)	Entryways are functional, but continue to require repairs annually due to the age and there are some safety concerns. Anticipate public grant.
2023-2024	medium	Technology Infrastructure - cabling	MS	July 2023	June 2024	80		40	40			X				Network upgrade for parts of the infrastructure that is past its life expectancy. Anticipate Erate grant. A phased project will be considered based on funding.
2023-2024	medium	Lower parking lot renovation	MS	June 2024	June 2024	30		30				X				Excavation, expansion, resurfacing. Possible need for retention wall and basin replacement.
2024-2025	medium	Window renovation	MS	March 2024	August 2024	450		50	400			X			Colliers (OPM)	Windows are unusable or unsafe to open and closed requiring maintenance to operate. Anticipate public grant.
Total Cash and Grant Funding for future projects						670	0	150	520	0						

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

Faithfulness to Charter

Measure	2022-2023 Performance (Met/Not Met)	Evidence
<p>Objective: Teachers prioritize mastery of grade-level standards for every student and track data to tailor their instruction to student needs. (KDE 1)</p>		
<p>Measure: 70% of scholars school-wide will earn a C- or higher in ELA and Math by the end of the school year.</p>	<p>Met</p>	<p>Overall, in grades 5-9, 83% of students earned a C- or higher in reading, and 77% of students earned a C- or higher in mathematics. The breakdown by grade is as follows: 5th: Reading 91%, Math 82% 6th: Reading 82%, Math 71% 7th: Reading 90%, Math 77% 8th: Reading 67%, Math 76% 9th: REading 80%, Math 81%</p>
<p>Measure: By 2025, 25% or fewer students will need a decoding or fluency intervention when entering 9th grade.</p>	<p>Met</p>	<p>50% of students at the start of 8th grade required a decoding and fluency intervention. At end of year testing, only 25% of students in 8th grade required that intervention.</p> <p>All grades made progress in decoding and fluency since the start of the year. 5th: 28% required intervention at the end of the year compared to 61% at the start. 6th: 28% required intervention at the end of the year, compared to 56% at the start. 7th: 31% required intervention at the end of the year, compared to 47% at the start.</p>
<p>Measure: By graduation, 85% of students will earn 12 or more college credits.</p>	<p>N/A - On Track</p>	<p>Though we only have students in grade 9 at this time, we are on track to meet this goal.</p> <p>52% of 9th graders enrolled in at least one college course with WSU or STCC in the second semester. 100% of students earned college credits at the end of the semester.</p>
<p>Objective: Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2):</p>		

<p>Measure: Annually, on a student survey, 85% of high school students will agree or strongly agree on average with the following statements that align with the VPHS portrait of a graduate:</p> <ul style="list-style-type: none"> • I am learning to be organized with my time and materials. • I am learning how to plan for personal success • I ask and answer questions in my classes each day • I receive feedback from my teachers every day • Veritas is helping me develop the skills I need to take college-level classes. 	Not Met	<p>On the end of year student survey, 60% of 9th graders agreed or strongly agreed on average with VPHS portrait of a graduate statements.</p> <p>The response rate for the student survey was 56%.</p>
<p>Measure: In grades 9 & 10, the average for habits of success will be at least a 2.5 in each grade.</p>	Met	<p>In grade 9 this year, the Habits of Success standard average was 2.51 across all core subjects. ELA: 2.41 Math: 2.68 US History: 2.41 Biology: 2.56</p>
<p>Measure: 70% or more of scholars on average earn incentives each week.</p>	Not Met	<p>The schoolwide average for students earning the weekly Rockstar Monday incentive was 61% for the school year. We saw high levels of variance in the weeks of the year, some showing as high as 87% of the school earning the incentive, and other weeks showing only 25% of the school earning the incentive.</p>
<p>Objective: Leaders will provide targeted, data-driven professional development and individualized coaching to teachers. (KDE 3)</p>		
<p>Measure: Each year, 100% of teachers in year 2 and beyond will score an average score of 2 or higher on Competency II: Teaching All Students.</p>	Did Not Meet	<p>95% of teachers in year 2 and beyond scored an average score of a 2 in Competency II according to mid-year and end-of year reviews.</p>
<p>Measure: At least 85% of Veritas Prep teachers who complete our annual survey will respond that they agree or strongly agree that professional development at their school demonstrates a commitment to improving practice.</p>	Not Met	<p>Overall, 74.5% agreed or strongly agreed.</p> <ul style="list-style-type: none"> • 83% of middle school staff • 66% of high school staff

Measure: 85% of teaching staff will response to the annual survey.	Not Met	Overall, 57% of teaching staff responded to the annual survey. <ul style="list-style-type: none"> • Middle School: 60% • High School: 55%
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Dissemination

Measure	2022-2023 Performance (Met/Not Met)	Evidence
Measure: VPCS staff will engage in at least two dissemination activities each school year.	Met	Seminar - MYCAP (see dissemination section above) College & Career Readiness Fair (see dissemination section above)
Measure: VPCS will host at least 5 school tours which are open to the Springfield community.	Met	August Opening Event at HS Monthly Tours More than 150 participants

APPENDIX B: CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN

Recruitment Plan 2023-2024

Recruitment Plan 2023-2024
School Name: Veritas Preparatory Charter School

2022-2023 Implementation Summary:

1: In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2022-2023 Recruitment Plan?

We implemented the recruitment plan with fidelity this past year. The direct mailers continue to be the most effective strategy to reach potential students. One challenge is the turnover in staffing at many agencies and the need to rebuild relationships. The Somali Bantu Organization of Springfield closed without anything offering the support and community connections in its place. We will continue to look for a new partner organization to help us connect with Somali families.

2: Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

3: Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2022 SIMS report) will meet the comparison index or the school's gap narrowing targets. We believe our October 1 SIMS data will meet the comparison index or the gap narrowing targets, no further discussion or a delayed review is required.

General Recruitment Activities for 2022-2023:

Each year we request the list of all currently enrolled Springfield Public School's students in eligible grades and use a third-party mail house to send information about the school and the enrollment procedures to all families. We advertised in the local malls, on Springfield city buses and on social media to leverage our relationships with Veritas Prep families and supporters on social media. We make outreach efforts to our community partners and through our families.

Recruitment Plan – 2023-2024 Strategies

Special education students/students with disabilities

<p>(a) CHART data School percentage: 22.8% GNT percentage: 19.2% CI percentage: 20.4% The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Direct Mailer with a welcome to families of students requiring Special Education services. • School counselors connect with outside service agencies and special education/mental health service providers with dates and times about information sessions and send applications if requested. • In accordance with Open Meeting Law, a meeting of Veritas Prep’s PAC (Parent Advisory Council) is sent to the <i>Springfield Republican</i> and <i>El Pueblo</i> newspapers, listed on the website and promoted on Facebook to invite families of Special Education students to attend and become involved with the school. • Ask the Center for Human Development (CHD) and Behavioral Health Network (BHN) management and counselors who work with some of our students to make referrals to other students and families they see about our Special Education services for our students. Applications and posters are given to them for their lobby of the Pine Street facility.
	<p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: Include the time allotted for each strategy for data change (i.e., 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p align="center"><i>None needed</i></p>

Limited English-proficient students/English Learners

(a) CHART data

School percentage:
5.2%

GNT percentage: #%

CI percentage: 8.1%

The school is
above/below GNT
percentages and below
CI percentages

(b) Continued 2022-2023 Strategies

Met GNT/CI: no enhanced/additional strategies needed

- Direct Mailer to families includes a welcome to families with students of Limited English Proficiency and is written in Spanish.
- Newspaper advertising to promote school and invite applications in the local Latino newspaper in Spanish.
- Documents and notices will be made available in Spanish and Somali for all families.
- Spanish in-person translation is available at information sessions and Somali translation is available upon request.
- Flyers and posters shared with Puerto Rican Cultural Council for distribution.
- Outreach efforts will be made with local faith-based organizations, libraries, New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services.
- Outreach efforts will be made with local newspapers, radio stations, and community organizations to inform Hispanic, Vietnamese, Russian and Somali populations of our school.
- Our website links to our Student Information System where applicants can choose from a language to submit an application.
- Translation at information sessions will be made available upon request in all languages.
- Place geo-targeted Spanish ads on social media.

(c) 2023-2024 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed.

We are currently and will continue to implement strategies above and below in the year ahead:

- Flyers and applications distributed in multiple languages at library branches.
- Meet with, visit programming, and collaborate with family-facing community organizations (i.e., New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services)
- Focus on Veritas Prep parents of LEP students and ask them to share information with their networks to promote the LEP program.
- Mailers targeted in Spanish and Somali

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data

School percentage:
83.2%

GNT percentage: 74%

CI percentage: 78.3%

The school is above
GNT percentages and
Above CI percentages

(b) Continued 2022-2023 Strategies

Met GNT/CI: no enhanced/additional strategies needed

- Newspaper advertising in Latino and African-American targeted newspapers.
- Posters at businesses and churches in the Six Corners, South End, Forest Park, and Plainfield neighborhoods in Springfield, where there is a high population of low-income families.
- A cover note, poster, and bilingual applications will be sent to various housing agencies, including Springfield Housing Authority, HAP Housing, Springfield Neighborhood Housing Services, Holyoke Housing Authority, and Springfield Partners for Community Action.
- Applications and in-person visits will be made to local homeless shelters.

(c) 2023-2024 Additional Strategy(ies), if needed -

Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

none needed

Students who are sub-proficient

(d) Continued 2022-2023 Strategies

- Across all Springfield schools, for 5th graders in 2021 only 20% can pass the state's MCAS in Science, Technology & Engineering (STE), only 13% can pass the Math test, and 26% can pass the English Language Arts. All of our recruitment efforts, therefore, are reaching more students who are not proficient or advanced in core content areas than are proficient.
- We asked Veritas Prep families to spread the word that our school's model is producing different academic results for the same population of students that make up the Springfield school district's overall population

2023-2024 Additional Strategy(ies), if needed - None needed

Students at risk of dropping out of school

(e) Continued 2022-2023 Strategies

An application will be mailed to all families with 4th-8th grade students enrolled in the Springfield Public Schools. Springfield Public Schools' graduation rate is just over half and the performance levels indicate the majority of students are at risk of dropping out. Our recruitment effort ensures we reach all eligible students who are at risk and eliminate barriers to enter our lottery.

2023-2024 Additional Strategy(ies), if needed- none needed

Students who have dropped out of school

*only schools serving students who are 16 and older

(f) Continued 2022-23 Strategies

We have just begun serving high school students and developing these strategies as 2023-2024 will be the first year this is applicable.

2023-24 Additional Strategy(ies), if needed

- Provide additional and/or enhanced strategies needed.

<p>OPTIONAL^[1]</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-23 Strategies</p> <p>2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.
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[1] Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Retention Plan 2023-2024



Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2022-2023 Retention Plan.

2022-2023 Implementation Summary:

We successfully implemented the strategies outlined in our 2022-2023 Retention Plan but just missed meeting our goal of 90% retention with 89% of our students remaining enrolled. With an overall attrition of 11%, VPCS was above the statewide average by 2.4%. With the launch of our high school this year, we saw the attrition rate increase slightly as was expected with matriculating 9th graders having many more choice options. Though we did not meet our goal of 90% overall retention, we were very pleased to retain approximately 80% of our rising 9th graders into our new high school program. This was a much higher retention rate than what other growing middle to high schools have experienced in Springfield. We were able to retain such a high percentage of our students for several reasons, including: (1) we continue to run a high-quality academic program (2) we maintain strong relationships with families with robust communication and feedback loops throughout the year to nimbly respond to their needs (3) we provided multi-tiered supports to meet the academic, mental and social/emotional needs of our students.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

90%

Retention Plan – 2023-2024 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage: 6.8%
Third Quartile: 16.7%

The school's attrition rate is below third quartile percentages.

(b) Continued 2022-2023 Strategies

Below third quartile: no enhanced/additional strategies needed

Special Education staff are available to families for individual consultation and to offer help with resources to serve individual student needs.

A greater effort to invite Special Education families to attend PAC meetings will include multiple written invitations, and/or a personal phone call in order to strengthen school to home relationships.

We staff 5 school counselors, one per grade, to serve the vast array of social/emotional and learning disability needs of our student population.

We will continue to make referrals to outside service providers with whom Veritas Prep has

- Build relationships with local agencies serving students with special education needs (CHD, The Gandara Center, Behavioral Health Network, Caring Health, YWCA and Golden Years).
- Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families.
- Recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep.

(c) 2023-2024 Additional Strategy(ies), if needed

Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

None needed

Limited English-proficient students/English learners

Limited English-proficient students

(a) CHART data

School percentage: 10%

Third Quartile: 18.8%

The school's attrition rate is below third quartile percentages.

(b) Continued 2022-2023 Strategies

Below third quartile: no enhanced/additional strategies needed.

Staff a Spanish speaking administrative assistant to serve as parent liaison and provide translation as needed throughout the day.

Translate and distribute all documents and notices in Spanish to target a large population of Hispanic/Latino families.

On-site translation is provided at recruitment events, as well as all school events and meetings.

Translation of documents, presentations and at events as needed/requested into Somali and any other language as needed/requested by enrolled families.

ELL teacher tracks, monitors, and communicates progress with ELL families.

(c) 2023-2024 Additional Strategy(ies), if needed

Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

None needed

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 10.3% Third Quartile: 15.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>Continue outreach strategies to community and partner agencies to ensure a full range of support for families.</p> <p>Established, through our McKinney Vento Coordinator, a pipeline for needy families to receive school food that would otherwise be thrown away.</p> <p>Strengthen relationships with after school programs and agencies that service lower income families and their children (Big Bro/Big Sis, YMCA, etc.).</p> <p>Provide PVTA bus passes, taxi and uber transportation to families as needed.</p> <p>Provide uniforms and other assistance to families as needed.</p> <p>Provide school supplies such as pens, pencils, notebooks, etc., as needed.</p> <hr/> <p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p align="center"><i>None needed</i></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2022-2023 Strategies</p> <p>Provide daily opportunities for tutoring as part of the schedule.</p> <p>Provide additional enrichment and learning opportunities through online sources like Khan Academy and offer laptops to all scholars.</p> <p>Keep music/performance in the daily schedule and other enrichment offerings so students have opportunities for enrichment and success throughout their day.</p> <p align="center">2023-2024 Additional Strategy(ies), if needed</p> <p align="center"><i>None needed</i></p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2022-2023 Strategies</p> <p>Continue to implement our system for tiered behavioral and academic interventions for struggling scholars.</p> <p>We added several strategies to increase attendance and reduce rates of chronic absenteeism including; attendance meetings, attendance contracts, home visits and frequent family communication.</p>

		2023-2024 Additional Strategy(ies), if needed <i>None needed</i>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	N/A	2022-2023 Additional Strategy(ies), if needed <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
OPTIONAL⁽¹⁾ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	N/A	(g) Continued 2022-2023 Strategies 2023-2024 Additional Strategy(ies), if needed

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

Student Demographic Information

Please see the student demographic enrollment data for Veritas Preparatory Charter School [here](#).

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	20.6
Asian	1.0
Hispanic	70.9
Native American	.6
White	3.6
Native Hawaiian/Pacific Islander	.2
Multi-race (Non-Hispanic)	.2

Selected Populations	% of School
First Language not English	22.6
English Language Learner	5.2
Students with Disabilities	22.8
High Needs	87.2
Economically Disadvantaged	83.2

Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR			
NAME, TITLE	BRIEF JOB DESCRIPTION	START DATE	END DATE
Rachel Romano, Executive Director	Head of School, Board Liaison, Development	7/1/2011	n/a
Jonathan Swan, Director of School Support	Special Education Leadership and Coaching, Professional Development	7/1/2018	n/a
Amy Clark, Principal	Manages Daily School Operations, Instructional Leadership and Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a
William Davis, Director of Culture	School Climate Development and Assessment, Coaching, and Professional Development	1/2/2018	n/a
Shannon Langone, Director of Talent	Recruitment, Selection, Retention and HR Support	8/5/2019	n/a
Lynne Mills, Director of Business Management and Title IX Coordinator	Financial Manager, Grants Manager, HR Manager, Facility Manager, Lottery Officer, Network Operations Support	7/1/2017	n/a

Kara Wilkes, Director of Operations	Operations Leadership and Management, Professional Development	8/1/2015	n/a
Lily Newman, Director of Early College	Early College Program Partnership and Development	7/15/2020	n/a
Nicole Gauthier, Director of Special Projects	Board Management, Grants Support, Marketing, Student Recruitment, and Communications	10/20/2021	n/a
Kimberly Goncalves, Accounting and Business Manager	Accounts Payable Manager, Grant Reporting and Budget, Accounting	2/28/2022	n/a
Marc Oldenburg, Director of Special Education and ELL	Special Education and ELL Program Leadership, Coaching, and Support	5/1/2023	n/a

TEACHER AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	Number as of the last day of the 2022-23 school year	Departures during the 2022-23 school year	Departure at the end of the school year	Reason(s) for departure
Teachers	48	10	10	During school year: <ol style="list-style-type: none"> 1. Resignation 2. Resignation 3. Resignation 4. Resignation 5. Resignation 6. Resignation 7. Resignation 8. Resignation 9. Termination 10. Termination End of the school year <ol style="list-style-type: none"> 1. Contract not renewed 2. Contract not renewed 3. Contract not renewed 4. Contract not renewed 5. Contract not renewed 6. Contract not renewed 7. Resignation 8. Resignation 9. Resignation 10. Resignation
Other Staff	50	10	5	During school year: <ol style="list-style-type: none"> 1. Termination 2. Termination 3. Resignation 4. Resignation 5. Resignation 6. Resignation 7. Resignation

				8. Resignation 9. Resignation 10. Resignation End of the school year: 1. Contract not renewed 2. Contract not renewed 3. Resignation 4. Resignation 5. Resignation
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Although we lost several teachers this year, we also terminated and non-renewed several low-performing teachers. We know that high-quality teachers have the greatest impact on student achievement and that they positively impact college going rates and future economic and earning potential for students, especially those from disadvantaged backgrounds. We were able to keep 75% of the high-performing teachers we hoped to retain. The shortage of teachers and the number of teachers leaving the profession has made it harder to make high-quality hires; however, we remain committed to hiring and retaining the best teachers and will not compromise quality for quantity.

Information About the Board of Trustees

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner approved board members as of August 1, 2022	11
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR				
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served	Length of Each Term
Xiomara DeLobato	Member	Governance	1	10/6/20-6/30/23

Lisa Doherty	Member	Academic	4	7/1/12-6/30/15 7/1/15-6/30/18 7/1/18-6/30/21 7/1/21-6/30/24
Ann Errichetti	Chair	Academic	2	7/1/19-6/30/21 7/1/21-6/30/24
Denise Ford	Treasurer	Finance	2	8/7/17-6/30/20 7/1/20-6/30/23
Michael Freeman	Member	College and Career Advisory Board	1	11/10/22- 6/30/25
David Fuller	Member	Governance & Finance	3	7/1/15-6/30/18 7/1/18-6/30/21 7/1/21-6/30/24
Dale Janes	Member	Academic	3	8/11/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/25
Matthew Landon	Secretary	Finance	3	9/27/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/25
Robert Martin	Vice Chair	Finance	2	7/1/19-6/30/22 7/1/22-6/30/25
Aaron Mendelson	Member	Governance	5	2/21/11-6/30/13 7/1/13-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/25
Rebecca Sela	Member	Academic	3	8/11/16-7/31/18 7/1/19-6/30/22 7/1/22-6/30/25
Terry Maxey	Member	Finance	1	10/6/20-6/30/23

BOARD OF TRUSTEES MEETING SCHEDULE FOR THE 2023-24 SCHOOL YEAR

[Click here for Board and Committee Meeting Information & Agendas](#)

Date/Time	Location
July 27, 2023, 4:30-6:00 p.m.	VPCS and Zoom
August 24, 2023, 4:30-6:00 p.m.	VPCS and Zoom
September 28, 2023, 4:30-6:00 p.m.	VPCS and Zoom
October 26, 2023, 4:30-6:00 p.m.	VPCS and Zoom
November 30, 2023, 4:30-6:00 p.m.	VPCS and Zoom
December 28, 2023, 4:30-6:00 p.m.	VPCS and Zoom
January 25, 2024, 4:30-6:00 p.m.	VPCS and Zoom
February 22, 2024, 4:30-6:00 p.m.	VPCS and Zoom
March 28, 2024, 4:30-6:00 p.m.	VPCS and Zoom
April 25, 2024, 4:30-6:00 p.m.	VPCS and Zoom
May 23, 2024, 4:30-6:00 p.m.	VPCS and Zoom
June 27, 2024 4:30-6:00 p.m.	VPCS or Zoom

COMMITTEE MEETING SCHEDULE FOR THE 2023-2024 SCHOOL YEAR

Name of Committee	Date	Time & Location
Governance Committee	2023: 7/14, 8/11, 9/15, 10/13, 11/10, 12/15; 2024: 1/12, 2/9, 3/15, 4/12, 5/10, 6/14	11:00 a.m.-12 p.m. VPCS or Zoom
Academic Achievement Committee	2023: 7/13, 8/10, 9/14, 10/12, 11/9, 12/14;	8:30-9:30 a.m. VPCS or Zoom

	2024: 1/11, 2/8, 3/14, 4/11, 5/9, 6/13	
Finance Committee	2023: 7/20, 8/17, 9/21, 10/19, 11/16, 12/21; 2024: 1/18, 2/15, 3/21, 4/18, 5/16, 6/20	4:00-5:00 p.m. VPCS or Zoom

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ann Errichetti	errichetti9@yahoo.com	New
Charter School Leader	Rachel Romano	rromano@vpcs.org	No change
Assistant Charter School Leader	Amy Clark	aclark@vpcs.org	No change
Special Education Director	Jonathan Swan	jswan@vpcs.org	No change
MCAS Test Coordinator	Amy Clark	aclark@vpcs.org	No change
SIMS Coordinator	Lynne Mills	lmills@vpcs.org	No change
English Learner Program Coordinator	Jessica Forte	jforte@vpcs.org	No change
School Business Official	Lynne Mills	lmills@vpcs.org	No change
SIMS Contact	Kara Wilkes	kwilkes@vpcs.org	No change
Admissions and Enrollment Coordinator	Kara Wilkes	kwilkes@vpcs.org	No change
SSDR Contact	William Davis	wdavis@vpcs.org	No change

Facilities

Location	Dates of Occupancy
370 Pine Street, Springfield, MA 01105	2012-Present
225 Carando Drive, Springfield, MA 01104	June 2022-present

Enrollment

Action	2023-2024 School Year Date
Student Application Deadline	2/29/2024
Lottery	3/7/2024

APPENDIX E: CONDITIONS, COMPLAINTS & ATTACHMENTS

The Board received no official complaints during the 2022-2023 school year.
